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ABSTRACT

Staff members at an elementary school in a low-middle socioeconomic area saw the need to generate new enthusiasm among pupils during the last few weeks of the school year. An enrichment program, based on new experiences for the children and the acquisition of skills not regularly included in the elementary curriculum, was provided for 600 pupils in grades 1 through 6, utilizing the assistance of parent volunteers. The program, financed by a small appropriation from the local Parent Teachers Association, occupied one hour each day for five consecutive days. A total of 23 offerings were presented to the pupils who submitted first and second choices after consultation with parents. Techniques used in the program included multigrading and team teaching for the larger groups. The program generated enthusiasm for school among pupils and parents, reduced absenteeism, and promoted communication among staff members previously reluctant to discuss classroom activities. The author states that the program could serve as a model for other elementary schools in need of generating enthusiasm within the school body or the community. (Photographs may reproduce poorly.) (Author)

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AN ADVENTURE IN ENRICHMENT

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

June 1973

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Sacramento Cluster
Fred Stewart, Coordinator

Midi Practicum
June 15, 1973

ABSTRACT

The purpose of this practicum was to provide an enrichment program for the pupils at Nicholas Elementary School. The intent of the program was to generate enthusiasm for school at a time when wholesome involvement could help to prevent extraneous problems.

The organization, preparation, and implementation has been presented in adequate detail so that the report could be helpful to administrators who are desirous of embarking on a similar program.

The Nicholas School program proved to be an enriching experience for most all of the pupils, teachers, and aides. Involvement seemed to preclude the development of problems.

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INTRODUCTION

Staff members at Nicholas Elementary School recognized the need to generate new enthusiasm for school during the last few weeks of the school year. A large segment of the community was involved in providing a program based upon new experiences for the pupils and the acquisition of skills not regularly included in the elementary curriculum.

The school setting and its resources have been described. Planning procedures extended over several months. Chapter Two presents the preparation from the first observations of similar programs to a pre-enrichment week trial run.

Group organization and activities that provided enrichment comprise Chapter Three. Photographs of the program in action have been included with the verbal descriptions. A resume of the program as it appeared in the district's official publication is in the Appendix.

Although the actual program was confined to a one-week period, benefits derived from the endeavor could be identified as extending throughout the school year and beyond.

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Springtime at Nicholas Elementary School brings changes in both pupil and teacher behavior. Warm days pave the way to apathy and weariness. Patience grows thin, nerves become frayed, and enthusiasm for school and its instructional program seems to wane.

California traditionally observes Public Schools Week during the fourth week of April. Planning "Open House" at the school and exhibiting the year's accomplishments is a highlight for elementary pupils. But when that event has passed, the last six weeks before summer vacation seems to be long and tedious and the time for unrest.

I. THE PROBLEM

Statement of the problem. It was the purpose of this practicum to provide a wholesome activity for pupils to become involved in during the month of May. An Adventure in Enrichment was envisioned and implemented to generate enthusiasm for school. In addition to pupil motivation, it was planned to promote teacher cooperation and growth, parent interest, and community involvement.

Importance of the study. Dr. William Glasser's ideas from his book Schools Without Failure were explored during the 1971-72 school year. About 50% of the Nicholas School faculty participated in staff training that emphasized class meetings. During that experience there was a growing interest in an enrichment program such as Dr. Glasser described as having been successful in the Pershing School under Mr. Donald O'Donnell's principalship.

> "Mr. O'Donnell believes that, because students get tired toward the end of the school year even in the best schools, a special enrichment program will motivate teachers and students to end the school year on a high note. The enrichment program is offered to older students, grades three to six, twice a week for one hour at the end of the school day."[1]

Staff training experiences had offered a real opportunity for communication. Teachers shared their problems and experimented with innovations such as exchanging groups for class meetings and participating in resource roles. One of the prerequisites for enabling change had partially been met. The teachers themselves believed that an enrichment program would be meaningful.

> "In most schools it is difficult for changes to get started because one of the requisites for change--that teachers have time to meet as a group--is not met. Teachers need time to discuss, develop, and accept new approaches, to see demonstrations, and to receive repeated instruction. Instead of a working, cohesive

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[1]Dr. William Glasser, Schools Without Failure (New York: Harper and Row Publishers, 1969), p. 212.

> problem-solving faculty group, most faculties consist of teachers working alone in their classes, each doing the best she can with little knowledge or understanding of what the other teachers in the school are doing."[2]

II. DEFINITIONS OF TERMS USED

Enrichment. Webster's Dictionary defines enrichmert as the act, or state of being enriched, as by ornamentation, wealth, or nutrients. For the purpose of this practicum it is defined as an interest or activity not regularly included in the elementary curriculum. Although some of the activities, such as arts and crafts, are offered on a limited basis, their inclusion in enrichment provided a wealth of experiences that could be described as "ornamentation."

Aides. Aides for the enrichment program were recruited from student, parent, and para-professional ranks. Paid teacher aides and volunteer aides were assigned as group leaders and helpers. Classified personnel, high school and college students who participated in instruction and demonstrations have been included under the general title of"aides."

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[2]Glasser, op. cit., p. 117.

CHAPTER II

PREPARATION FOR THE PRACTICUM

Preparation for the practicum began at a staff meeting held prior to the opening of the fall 1972 semester and continued through the Friday prior to Enrichment Week, May 13 through 18, 1973. An assessment of school facilities and resources preceded the planning and procedures required for implementation.

I. THE SCHOOL

School setting. Nicholas Elementary School is located in a low-middle socio-economic area. It is a neighborhood school, ethnically balanced with about 28% minority enrollment. It accommodates approximately 700 pupils in kindergarten through sixth grade with 25 faculty members and a classified staff of 12. It has a 36% transciency factor.

Special education within the school is confined to a dual class of 24 educationally-handicapped children. About 2% of the pupils in regular classrooms are identified as mentally-gifted minors. Another 2% are identified as educationally-handicapped pupils who are awaiting placement in special education.

The school facility is 13 years old. Twelve portables supplement the permanent classrooms. A multi-purpose room serves as cafeteria and auditorium, and it will accommodate about half of the children at one time. The library is a double classroom with a regular teacher providing library services and instruction.

Staffing patterns. Teachers are assigned to the school on a 30-to-1 ratio in the kindergarten and primary segments, and 35-to-1 for intermediate grades. Two teachers and two instructional aides serve the special education dual class. Limited psychological and nursing services are provided for special education pupils only. Special teachers are assigned on a part-time basis for speech therapy and instrumental music.

The principal is the school administrator and the only certificated staff member not assigned to full-time instruction. Federally-funded programs are not in operation, and no resource or special reading teachers are assigned to Nicholas School.

Community resources. Volunteer aides are regularly recruited from nearby secondary schools and from parent ranks. Paid para-professionals are not available for regular classrooms. There is a tendency for volunteer help to dwindle as the school year wears on with the

exception of one junior high school program where grades and credits are involved.

The ethnic composition of the Nicholas community makes it an interesting source of sub-culture information. Many of the minority pupils are second and third-generation Americans. An intergroup relations committee works to promote understanding and support of school programs.

Working mothers are in the majority. A large percentage of those who are unemployed have pre-school children and usually require baby-sitting service. A pre-school program is in operation two mornings a week under the auspices of the school district and necessitates consideration when scheduling events and activities.

A County Recreation Department uses the school facility three afternoons a week. Many elementary children participate in their offerings, but the program is not confined to a specific age group.

Financial resources. The general instructional budget of $4.75 per pupil is barely adequate to provide necessities. School policy prohibits soliciting money to subsidize school programs.

The Parent Teachers Association has an active local unit that engages in fund-raising activities and provides various services for the pupils. The unit budgets $5.00 per class annually to be spent at the teacher's discretion,

as well as a modest lump-sum for educational activities. These funds were made available for the Enrichment Program by a vote of the P.T.A. Executive Board.

II. PLANNING PROCEDURES

Time for the Enrichment Program was specified as one hour per day for five consecutive days. This time would allow for projects to be completed and for limiting the time when classrooms would be disrupted for special activities.

Observations. While developing techniques for conducting class meetings, several staff members observed at Mariposa School in Citrus Heights, California. It is a compensatory educational institution that has practiced Dr. Glasser's philosophy for several years. An enrichment program was in operation during the observations. Small class sizes and a full complement of para-professionals were enabling factors to their enrichment program, which is scheduled about every six weeks.

Kemble School Annex in Sacramento presented a program of enrichment, and some Nicholas teachers observed there. Children in grades one through three were the participants. Kemble teachers were most helpful and offered several suggestions after their first experience with enrichment.

Interest survey. An initial step was to identify aides from the community. Letters were sent home with the pupils asking parents to share their time and talents. About 30 parents responded with an offer to help, but few were willing to actually teach or assume a leadership role.

From the survey of faculty and staff and with the additions made possible by community resources, a resume of offerings was presented to the pupils. A total of 23 were identified, and each had suggested grade levels. Multi-grading was a feature of the program, and only two offerings were limited to a single grade. Pupils were asked to select first and second choices after discussing the program with their parents. Ten of the offerings involved a small cost, which was indicated on the sheet.

With just five hours of instructional time allotted to the program, its success appeared to be dependent upon the pupils' ability to perceive their participation as meaningful. Carl Rogers states this concept particularly well.

> "Significant learning takes place when the subject matter is perceived as having relevance for his own purposes. A somewhat more formal way of stating this is that a person learns significantly only those things which he perceives as being involved in the maintenance of or the enhancement of his own self.
>
> Another element related to this principle has to do with the speed of learning. When an individual has a goal he wishes to achieve and he sees the material available to him as relevant to

> achieving that goal, learning takes place with great rapidity."[3]

When selections were tabulated, it was apparent that some offerings would require several groups and others should be eliminated for lack of interest. Among offerings dropped from the original list were Dancing Without Partners, Bicycling, Grooming, Folk Dancing, Creative Stitchery, and Tissue Paper Flowers.

There was a strong desire to please the children. Staff members were willing to shift plans and prepare to teach additional groups of cooking, woodworking, baking, and tumbling. According to George Leonard, anything the pupils felt they wanted to learn could be justified educationally.

> "Viewing learning as anything that changes the learner's behavior, the educator will expand his domain a thousand-fold, for he will realize that there are hardly any aspects of human life that cannot be changed, educated. He will see clearly that, if the educational enterprise limits itself to what is now ordinarily taught in classrooms, it will be pursuing failure in the coming age.
>
> Learning involves interaction between the learner and his environment, and its effectiveness relates to the frequency, variety, and intensity of the interaction."[4]

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[3]Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 158.

[4]George B. Leonard, Education and Ecstasy (New York: Delacorte Press, 1968), p. 19.

Staff utilization. A few teachers preferred to assist with instruction, while some classified employees felt competent in serving as group leaders. Some of the interest areas were beyond the teachers' capabilities and were scheduled to function with aides. Team teaching was organized for a few of the large groups. All of the helpers that could be recruited were given specific assignments. It was agreed that the principal would be available to assist any group in need rather than assigned as an instructor.

Facility utilization. Group leaders were charged with the responsibility of selecting their work area and coordinating facilities with the general chairman. Nicholas School kindergartens operate on morning sessions; therefore, afternoon was the preferable time for enrichment as four teachers and three additional rooms could be used.

The multi-purpose room, library, and special education rooms could accommodate the larger groups. Outside areas were designated for some activities, and many groups overflowed onto the porches and lawns.

Scheduling audio-visual equipment was accomplished with much greater ease than scheduling ovens and cooking facilities. Kitchens were supplemented with appliances, and portable cooking and baking units were pressed into service from the nurse's office to the kindergarten classrooms.

Trial run. The Friday before Enrichment Week, a 20-minute trial run was scheduled. Group leaders and aides took roll; gave a brief orientation for the week ahead; and, where appropriate, distributed notes for parents with special instructions. Several small problems were solved by this procedure, and new enthusiasm was generated for the whole adventure.

CHAPTER III

THE PRACTICUM PROGRAM

About 600 pupils in grades one through six were organized into 25 activity groups for the purpose of enrichment. Fifteen of the activities have been included in the practicum report: Arts and Crafts for Intermediate, Arts and Crafts for Primary, Baking, Cheer Leading, Chess, Cooking, Dancing, Drama, Gourmet Cooking, Macrame, Model Building, Sewing, Tumbling, Week in Mexico, and Woodworking. The balance of the groups had similar titles and activities, but emphasis was tailored to the interests of the participants. Illustrations have been included on the page following the narrative description of the 15 activities.

Two contingencies that greatly affected the week of May 14 through 18 at Nicholas School have been included.

I. GROUP ACTIVITIES

Arts and Crafts for Intermediate. Many intermediate boys with limited interest in school signed up for Arts and Crafts. They labored through geometric designs in a crayon-resist technique and third-dimensional patterns on styrofoam bases. It was not until they got involved in building "sit-upons" woven from folded newspapers that some of them began enjoying their enrichment activity and displayed some pride in their work.

More able pupils and most of the girls worked diligently to create attractive objects in at least three different media.

Arts and Crafts for Primary. Primary Arts and Crafts attracted many children. Five teachers and several aides worked in three different areas on creative projects. An array of collage materials challenged imaginations, and cut-down cardboard boxes provided frames for their creations.

Other items included bean bags, paper sculpture, napkin holders, miniature planters, and pebble people. The pebble people were made from smooth rocks painted with details and sprayed with varnish. They were designed as paperweights. Crafts were displayed for other groups as a culminating activity.

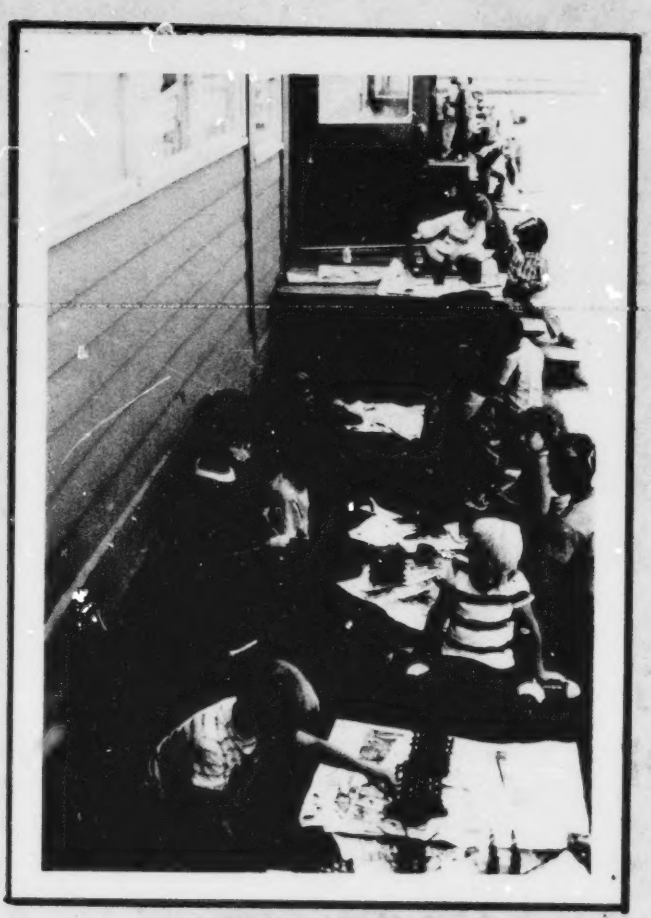
Baking. Baking appealed to both boys and girls. Three sections were in operation, and each prepared different foods. The cafeteria manager taught a group with emphasis on textures. The children wore baker's caps in the kitchen, kneeded bread dough, shaped cookies, and creamed frostings.

On some occasions there was a delay between the end of the class session and the finished products emerging from the ovens. There was no need to encourage the young bakers to stay after school as they were more than willing to wait. Those who could resist the aroma and refrain from sampling managed to take home such things as bread and cake that had

A geometric design requires concentration

Exploring the technique of crayon resist

ARTS AND CRAFTS
FOR PRIMARY



Classrooms expanded to
lawns and porches

It takes a lot of glue to create a collage

been baked in tin cans.

One group was led by a male teacher who did not consider himself very adept at baking. He had the children involved in reading and following directions on prepared-package mixes. An aide assisted with such details as greasing pans and teaching the techniques of separating eggs and measuring ingredients. Five different products were baked during the week, and the pupils felt quite competent in repeating the processes at home.

Cheer Leading. Cheer Leading was limited to sixth-grade girls, and there were many eager participants. A college student came daily to work with them on various routines involving dance steps and arm movements. The main emphasis was on teamwork. During rest periods they made pompoms in the school colors.

An annual event at Nicholas School is an end-of-the-year baseball game with the teachers' team playing against the pupils. The girls in this group were designated official cheer leaders for the big game. They continued practicing on their own after Enrichment Week and did an admirable job of leading the rooting sections for the event.

Chess. Boys were predominant in the chess group. Some had never been introduced to the game, while a few had done some playing. The instructor began by having them learn the

Learning the texture of bread dough

Beginning bakers

Making pompoms

Teamwork was the key

chessmen, board arrangement, and basic moves. A little strategy was explored, and games were soon underway. By the end of the week, playoffs for championships had begun.

Chess games continued throughout lunch periods of the following week. Two champions were finally identified and presented with small magnetic chess sets as a memento of the occasion.

Cooking. A team-teaching approach was used with three of the cooking sections for primary children. Learning to read recipes, measure ingredients, and to respect the hot appliances were among the first steps. A luncheon menu had been planned that required four days of preparation. It included no-bake cookies, molded salad, appetizers, and a meat and vegetable casserole.

The culminating activity was the luncheon they had prepared. Related activities included making place mats, learning to set the table, and viewing movies of the raising and processing of food.

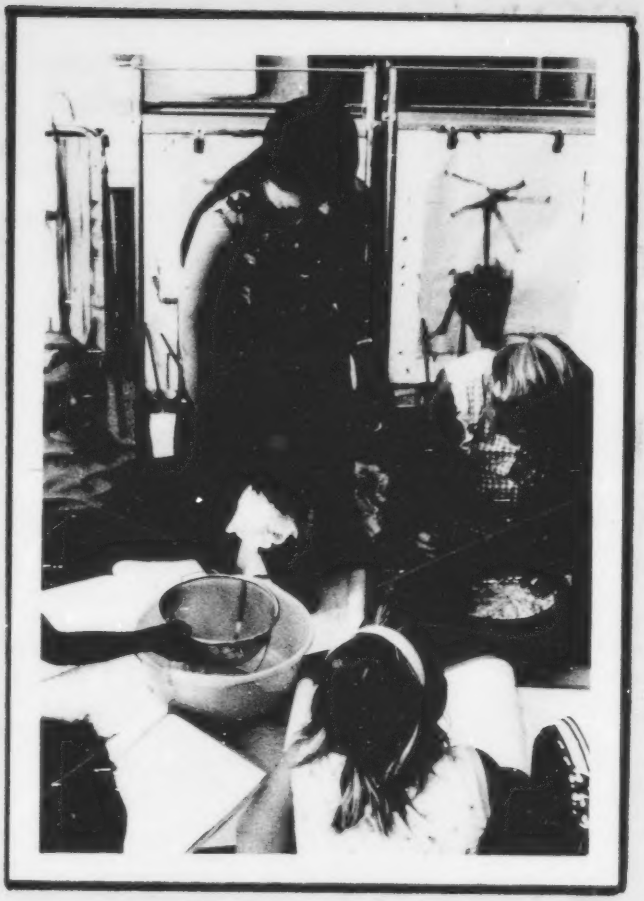
Dancing. Dancing was the largest single group. A professional dance teacher from the neighborhood volunteered to teach as many children as were interested in this activity.

Tap, jazz, ballet, and some acrobatics were presented. By the final session the children were doing simple dance routines to phonograph records.

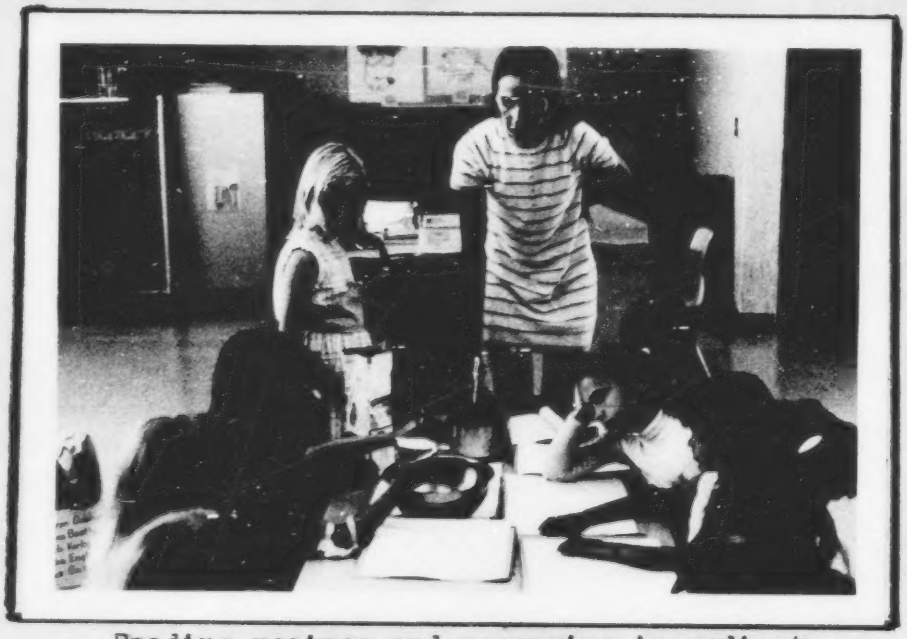
Applying game strategies

Championship playoffs

COOKING



Preparing a molded salad



Reading recipes and measuring ingredients

DANCING

Dancing was a large group activity

Beginning with ballet positions

Drama. Drama was limited to intermediate students, and their objective was to produce a play for a school assembly. Parent aides helped with costumes, properties, and direction. All group members took part in the final performance.

Learning to operate recording equipment and the proper use of microphones was involved in the experience. The vehicle was "Tengo Orgillo," which was written to develop pride in the Mexican-American culture.

Gourmet Cooking. Gourmet cooking was a very ambitious undertaking. Five courses in the California mode were prepared and consumed during the five days. Emphasis was placed on the diversity of California foods, their area of origin, and the cosmopolitan influence on their preparation.

This provided a unique experience for some of the children. They had to be encouraged to sample foods that they were totally unfamiliar with, and the boys were found to be much more receptive to the idea than the girls.

The use of special utensils, decorative containers, gracious service, and etiquette all had a part in their enrichment experience.

Macrame. None of the teachers or pupils had experience with Macrame. Aides were recruited to shop for supplies and to collect the required materials. A nearby yardage shop provided cores from bolts of fabric for pin boards,

Rehearsing a scene for the play

Parent aides helped with costumes

GOURMET COOKING

Sauteing mushrooms

Supervising seasoning

and an array of colored cord and wooden beads was provided.

Pupils began by measuring waists and cutting strands of cord eight times their individual measurements. Each participant completed a belt, or had ample skill and materials to complete one, by the end of Enrichment Week. A variety of designs were created, and many pupils expressed pleasure in their new-found pastime.

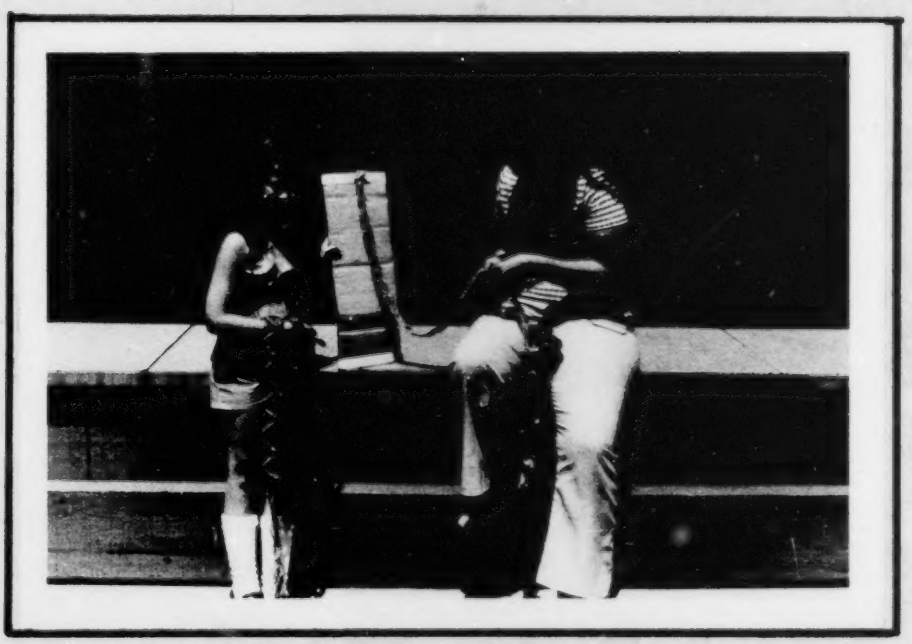
Model Building. Kits were purchased by the pupils who selected Model Building as their area of interest. Some were composed of plastic pieces awaiting assembly, while others were sheets of balsa wood with patterns and instructions.

Painting, applying decals, carving, fitting, and gluing were among the activities. Finished articles included cars, boats, airplanes, motorcycles, and space men.

Sewing. A multi-aged group of girls selected sewing. Their first project was to make a purse and decorate it with a design in applique. Directions were placed on the blackboard so each could progress at her own rate of speed.

An aide brought a portable sewing machine, and larger projects soon got underway. Fitting patterns, cutting, pinning, basting, and pressing seams were among the activities. Projects went home each evening for hand work and were returned the next day for further instruction. The machine

Learning to tie knots and add beads



Finishing belts created in Macrame

MODEL BUILDING

Painting was one of many steps required for building models

Each participant selected his own project

was kept busy by the aide, and the young seamstresses managed all of the other tasks.

Among the finished articles were long and short skirts, halters, aprons, and bean bags. Commercial pattern books were available for browsing and discussing.

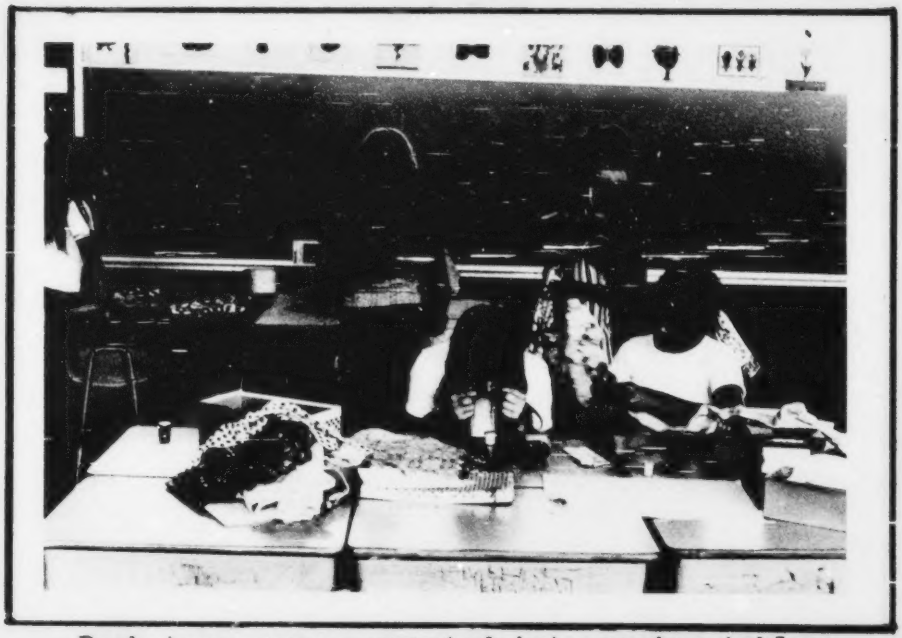
Tumbling. Mats were pulled into shady areas around the school grounds where several groups practiced tumbling. Young students learned warm-up routines involving foot, neck, leg, trunk, arm, and shoulder exercises. Twenty-eight different stunts were practiced.

Intermediate students began with simple summersaults, and worked through many types of rolls, stands, jumps, and handsprings. By their final session, a pyramid of six children had been accomplished.

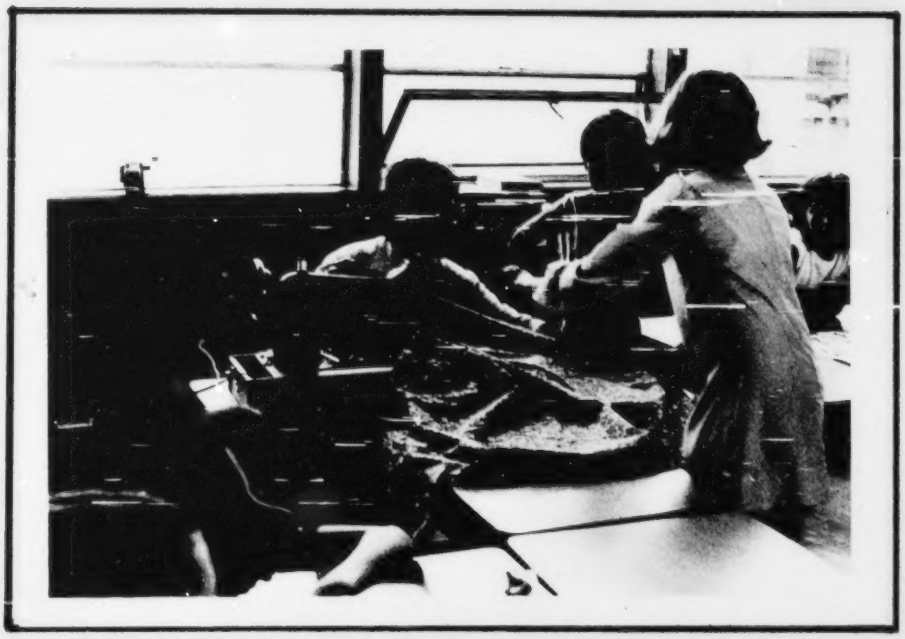
Week in Mexico. Pupils from all six of the participating grades selected Week in Mexico for an enrichment experience. It was a multi-media approach to learning about our neighbors south of the border. Movies, film strips, slides, study prints, and artifacts were viewed and discussed.

Sampling specialty foods of the Country was a daily activity. An aide presented Mexican dances in authentic costume and taught some of the basic steps to the pupils. Spanish songs and games were enjoyed. Simple words and phrases were translated into Spanish and exchanged throughout the week.

SEWING



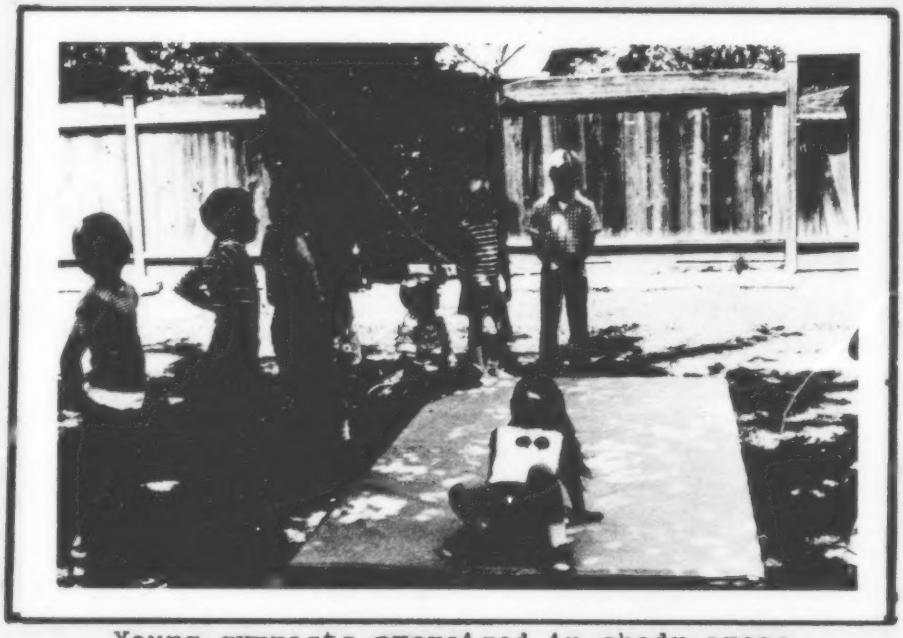
Desk tops were converted into sewing tables



An aide with an electric machine assisted

TUMBLING

The pyramid was a highlight for intermediate tumblers



Young gymnasts exercized in shady areas

The culminating activity was a Fiesta. Mothers prepared arroz, tacos, and Mexican cookies for the occasion; and the traditional Pinata was shared.

Woodworking. Two projects were undertaken in the woodworking sections. For many children it was a first experience with hammers, saws, and sandpaper.

A triangle cut from three-quarter inch plywood was the beginning of a game board. Assistance was needed with the electric drills, but most operations could be accomplished by the builders. Sanding and finishing wooden surfaces took a great deal more patience than some of the boys had anticipated. The completed article was a game of skill played with golf tees.

Letter holders in a ship design provided experience with coping saws. They also required the technique of holding pieces of wood at a right angle and nailing them together.

Management of the woodworking groups required many helpers. Although work areas extended to the porches and lawns outside of classrooms, controlling the children was not a problem. Teachers and aides were free to spend their time supervising the use of hand tools and giving individual instruction.

WEEK IN MEXICO

Costumes, music and dancing helped to create atmosphere

Sampling specialty foods was one of many experiences

Learning to manage a coping saw

Concentration was required by woodworkers

II. CONTINGENCIES

Most afternoons during Enrichment Week thermometers in Sacramento exceeded 100 degrees. The school is not air-conditioned, and extreme heat usually means lost hours for the pursuit of academics. The pupils were so involved in enrichment activities that the heat became a secondary concern for them during that five-day period.

The local utility district maintains a right-of-way on the school grounds, which parallels some of the classrooms. During Enrichment Week they elected to exercise that right-of-way and install new power towers. Fence sections were removed and heavy-duty equipment was put into operation. Drilling, hauling, and pouring concrete created noise that would have made regular instruction an impossibility. Enrichment activities were unique enough to continue successfully in spite of the distractions.

CHAPTER IV

PRACTICUM EVALUATION

Formalized goals with measurable objectives have been mandated for California teachers through State Legislative action. Staff members at Nicholas School are rapidly growing weary of proving accountability in this manner. Although they were eager to plan and implement an enrichment program, they were extremely reluctant to become involved in evaluation.

The intent of the program was to provide fun and motivation through enrichment. It was therefore necessary to approach evaluation in an unobtrusive manner and attempt to assess feelings without incurring antagonism.

Questionnaires were used to glean the impressions of participants and parents. Unobtrusive measurements included attendance records and discipline referrals.

I. QUESTIONNAIRE TECHNIQUE

Three questionnaires were prepared for the purpose of obtaining evaluation data on the practicum program. Each contained five statements. A continuum ranging from very positive to very negative was provided. Descriptive words of phrases and a numerical rating were assigned to assist

in understanding the continuum. Each respondent was asked to rate his feelings about the five statements.

The continuum appeared as follows:

A great deal Very much	Somewhat A little	Neutral Indifferent	Not much Very little	Not at all Forget it
5	4	3	2	1

Responses from the questionnaires were transferred to cards, translated to punches, and tabulated by a computer.

Participating pupils. Five hundred and fifty participating pupils completed questionnaires. Statements they responded to and the tabulated results were:

1. It was fun!

   A great deal/very much----------486
   Somewhat/a little---------- 30
   Neutral/indifferent---------- 7
   Not much/very little---------- 7
   Not at all/forget it---------- 14

2. I want to do the activity again.

   A great deal/very much----------450
   Somewhat/a little---------- 42
   Neutral/indifferent---------- 16
   Not much/very little---------- 15
   Not at all/forget it---------- 23

3. I learned something.

   A great deal/very much----------395
   Somewhat/a little---------- 92
   Neutral/indifferent---------- 15
   Not much/very little---------- 24
   Not at all/forget it---------- 25

4. I liked mixing teachers and classes.

A great deal/very much----------413
Somewhat/a little---------- 60
Neutral/indifferent---------- 27
Not much/very little---------- 15
Not at all/forget it---------- 24

5. I want to have Enrichment Week next year.

A great deal/very much----------486
Somewhat/a little---------- 18
Neutral/indifferent---------- 7
Not much/very little---------- 7
Not at all/forget it---------- 24

Parent responses. A total of 363 parents completed and returned questionnaires. The statements were designed to glean the parents' feelings and their impressions of the pupils' experience. The statements and tabulated responses were:

1. My child talked about Enrichment Week.

A great deal/very much----------289
Somewhat/a little---------- 56
Neutral/indifferent---------- 3
Not much/very little---------- 10
Not at all/forget it---------- 1

2. My child was pleased with the experience or product he/she produced.

A great deal/very much----------318
Somewhat/a little---------- 25
Neutral/indifferent---------- 5
Not much/very little---------- 5
Not at all/forget it---------- 3

3. It made a difference in his/her enthusiasm for school.

A great deal/very much	223
Somewhat/a little	89
Neutral/indifferent	15
Not much/very little	22
Not at all/forget it	5

4. I think it was a valuable experience.

A great deal/very much	298
Somewhat/a little	39
Neutral/indifferent	7
Not much/very little	6
Not at all/forget it	1

5. Enrichment Week should be repeated.

A great deal/very much	329
Somewhat/a little	18
Neutral/indifferent	8
Not much/very little	1
Not at all/forget it	1

Statement Number Three appeared to be a poor inclusion. Many parents responded with notes of explanation that their children were always enthusiastic about school.

Over 60% of the parents of participating pupils returned questionnaires. About 51% of the respondents felt strongly enough about the program to add personal comments.

Teachers' and aides' responses. A total of 48 teachers and helpers completed questionnaires. Statements were intended to reflect the adults' personal opinion and their interpretation of the children's feelings. The statements and tabulated responses were:

1. I enjoyed it.

A great deal/very much	35
Somewhat/a little	3
Neutral/indifferent	4
Not much/very little	3
Not at all/forget it	2

2. The children were interested.

A great deal/very much	32
Somewhat/a little	9
Neutral/indifferent	5
Not much/very little	0
Not at all/forget it	0

3. I think it was a valuable experience for the pupils.

A great deal/very much	32
Somewhat/a little	6
Neutral/indifferent	2
Not much/very little	4
Not at all/forget it	1

4. I noticed an improvement in discipline.

A great deal/very much	14
Somewhat/a little	9
Neutral/indifferent	4
Not much/very little	5
Not at all/forget it	7

5. Enrichment Week should be repeated next year.

A great deal/very much	24
Somewhat/a little	4
Neutral/indifferent	5
Not much/very little	1
Not at all/forget it	9

Several of the volunteer helpers noted that they had no point of comparison with which to respond to the Fourth Statement. Some teachers qualified their responses by stating there were no discipline problems in the enrichment group, but no appreciable change in their regular classrooms.

II. UNOBTRUSIVE MEASUREMENT

Attendance. School attendance was tabulated for the two weeks preceding Enrichment Week, the week of the practicum program, and the following week. Excused absences indicate illness or doctors' appointments. All other reasons for pupils' absences are considered unexcused.

Twenty-one classes of pupils in grades one through six and special education were included. Kindergartens were excluded as they did not participate in Enrichment Week. Absenteeism during the four-week period was as follows:

Week of:	Excused Absences	Unexcused Absences	Total Absences
April 30 - May 4	181	33	214
May 7 - May 11	119	54	173
May 14 - May 18	92	52	145
May 21 - May 25	144	58	202

There appeared to be no relationship between unexcused absences and the special program. There was an appreciable drop in excused absences during the pre-program week and an additional drop during Enrichment Week. A graphic presentation of this data is included in Figure 1.

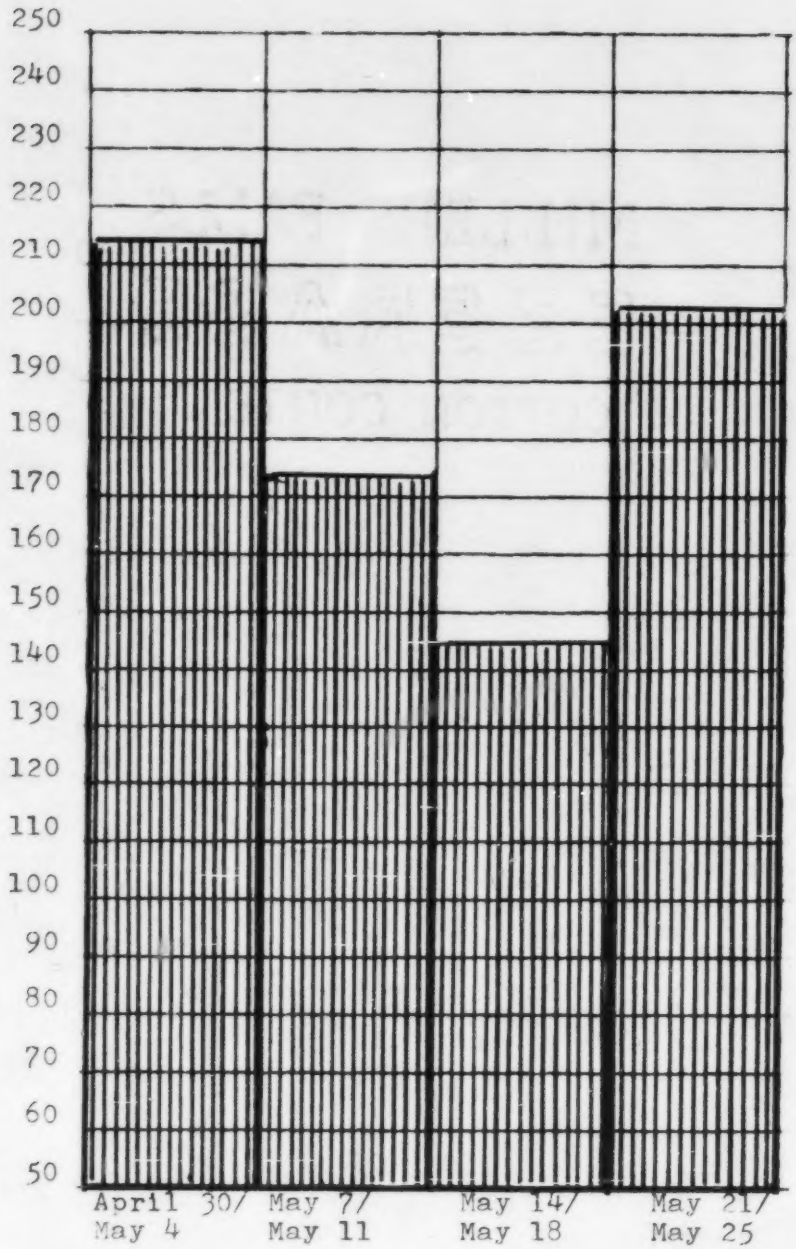


FIGURE I

TOTAL NUMBER OF PUPILS ABSENCES FOR THE TWO WEEKS PRECEDING, THE WEEK OF THE PRACTICUM PROGRAM AND THE FOLLOWING WEEK

Discipline referrals. Discipline problems that cannot be adequately dealt with by teachers or noon-duty supervisors are referred to the principal with a brief note on a special form. The form is printed in duplicate on no-carbon-required paper. The copy is returned to the pupil's classroom teacher to inform him of the problem and the action that has been taken. This is a standard school procedure, and staff members were not aware that discipline referrals were being tabulated in the evaluation procedures for Enrichment Week.

The writer had intended to include the week following the practicum program in this measurement. However, the continuity of referrals was interrupted when the principal took a three-day bereavement leave during that period of time. Discipline referrals for the two weeks prior to Enrichment Week and the week of the practicum program were as follows:

Week of:	Number of referrals
April 31 - May 4	58
May 7 - May 11	56
May 14 - May 18	35

The number of pupils referred to the principal for discipline for the two weeks prior to the practicum program averaged 9.5% of the participating student body. During Enrichment Week that figure dropped to 5.8% of the pupils. This measurement reflected a 60% decrease in referrals for

discipline. This datum is presented in graphic form in Figure 2.

District acknowledgement. The Sacramento City Unified School District publishes a Superintendent's News Bulletin bi-monthly. The June 8, 1973, issue carried a two and one-quarter page article on "An Adventure in Enrichment at Nicholas School." Distribution of the bulletin is to all district employees and friends of education in Sacramento. A copy of the article has been included in the Appendix.

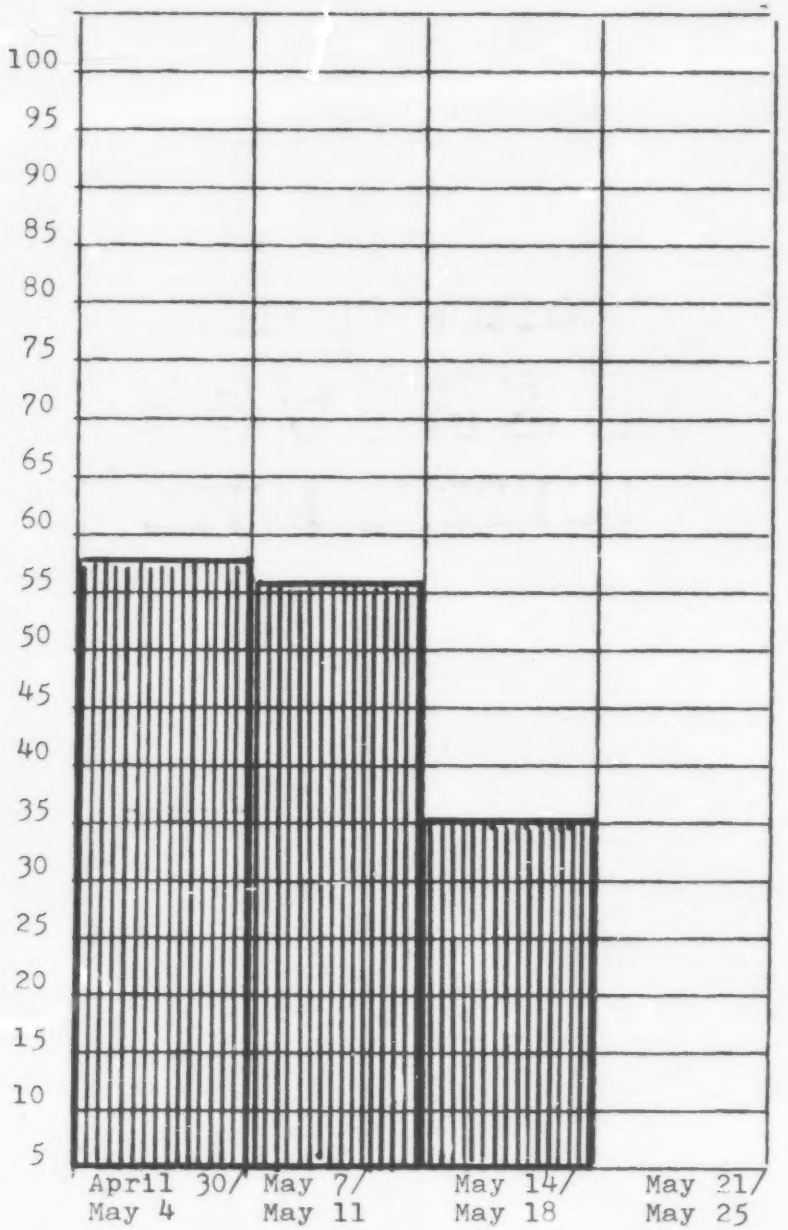


FIGURE 2

TOTAL NUMBER OF DISCIPLINE REFERRALS FOR THE TWO WEEKS PRECEDING AND THE WEEK OF THE PRACTICUM PROGRAM

CHAPTER V

SUMMARY AND CONCLUSIONS

A summary of the practicum program of An Adventure in Enrichment and conclusions drawn from the study comprise the final chapter. Some of the concerns expressed by teachers have been included, as well as suggested applications.

Summary. An Adventure in Enrichment was a one-week program that involved the total Nicholas Elementary School staff and a large segment of the community. Ideas for the program were formulated during the previous school year, and it took many months of planning and preparation to implement.

Staff members were interested in motivating new enthusiasm for school. The principal was particularly concerned with avoiding the apathy and unrest that have been associated with the closing weeks of school.

Pupils selected their activities for five hours of instruction and participation. Pupils, parents, and adult participants were involved in evaluation procedures.

Conclusions. Enthusiasm for school was generated throughout the Nicholas community. The number of aides participating, their commitment to the program, and their verbal and written comments attested to this fact.

Pupil responses to the program were extremely positive. Absenteeism showed a marked decrease during Enrichment Week. Although there were more children in attendance, there were fewer incidents that caused pupils to be referred to the principal for discipline. Both of these changes in behavioral patterns have been interpreted to indicate involvement in the school program.

Parent responses to the program were not only extremely positive, but in a much greater volume than the principal had experienced in any previous attempt to communicate with the homes.

A total of 948 pupils, parents, teachers, and aides expressed their feelings in regard to repeating the Enrichment Week program. The most positive end of the continuum had been checked on 893 of the questionnaires--a total of 94% of the respondents.

Improved communication between staff members was a fringe benefit. Teachers who are frequently reluctant to experiment with innovative ideas or discuss their classroom activities were involved in the program. Ideas were exchanged, and informal problem-solving procedures took place automatically as plans progressed and revisions were required.

Other conclusions drawn from evaluation were that it was fun for the participants, children learned new activities

or skills, and they were pleased with their experiences and accomplishments.

Teachers' concerns. The overwhelming response to Enrichment Week was viewed with both gratification and apprehension by participating teachers. They were extremely pleased with the responses received from pupils and their parents. They were exhausted from the amount of effort that had been expended to make the program a success. This was accomplished in addition to the multitude of tasks that are required to complete a school year.

Apprehension was expressed for pressure from the community to repeat the program on a regular basis. It is unrealistic to believe that innovative programs can be undertaken without additional resources.

Suggested applications. Other elementary schools in need of generating enthusiasm within the student body or the community could profit from the experiences of the Nicholas School staff. Activity groups would have to be tailored in accordance with pupil interests, facilities, and the talents available in the local school area.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SUPERINTENDENT'S NEWS BULLETIN

VOL. 45 NO. 18 SACRAMENTO, CALIFORNIA JUNE 8, 1973

AN ADVENTURE

Story and Pictures by Joyce Kilm

When 600 pupils in first through sixth grade select a special project or interest and pursue it simultaneously, great things can happen. Proof was provided when the Nicholas School faculty set the week of May 14 through 18 for enrichment, and involved a large segment of the community in twenty-five activities.

Enrichment Week was a spin-off of last year's staff training in *Schools Without Failure* based on Dr. William Glasser's recent book. Teachers were intrigued by its possibilities, and a complete staff effort chairmanned by Mrs. Diane Renzi made it possible.

Teachers, para-professionals, and parents were asked to share their hobbies and talents. After a considerable list of possibilities was compiled, pupils selected first and second choices. Activities that were not popular enough for inclusion were bicycling, flower craft, grooming, mosaics, creative stitchery, and folk dancing.

One hour a day for a week was the program goal. It necessitated extending the primary day for 30 minutes, but enthusiasm for the activities over-shadowed any complaint of extended school days.

Diane Renzi, 1st grade teacher, chairman of Enrichment Week, oversees the preparation of a luncheon.

Enthusiastic bakers participating in kneading dough as one experience in cooking textures.

Among the most popular selections were cooking, arts and crafts, dancing, wood working, baking, and tumbling. The multi-purpose room accumulated the largest single group where tap, ballet and acrobatic dancing were taught. Tumbling was divided into small groups where appropriate activities were scaled for young gymnasts who worked on mats in shady areas around the grounds.

Gourmet cooking provided 5 courses for the preparation and sampling of exotic foods. A knowledge of California's vast variety of foods and ethnic influences on their preparation was included.

Sewing intrigued a group of girls and the aid of several parents. After an initial experience of making a purse with an appliqued design, larger projects were undertaken. Conscientious young seamstresses carried their garments home each evening to prepare for the next day's instruction. Long and short skirts, aprons, halters, and bean bags were among the finished items.

Baking interested boys and girls from age 6 to 12. Various appliances were brought to classrooms and ovens in the teacher's room and cafeteria were heavily scheduled. One group mastered the preparation of package mixes with emphasis on measuring and following directions. Another group learned to knead dough and shape cookies. They concentrated on the importance of textures and how to achieve them.

A team teaching approach enabled the youngest cooks to read recipes, measure ingredients, prepare and ultimately enjoy a luncheon. Table setting, nutrition, and etiquette were featured in related activities.

A Week in Mexico was a multimedia approach to learning about

N ENRICHMENT

ipal, Nicholas Elementary School

our neighbors to the South. Study prints, artifacts, film strips and movies helped to build concepts. Specialty foods, Spanish words and phrases, music and dancing, and a gala fiesta helped to create the atmosphere that attracted pupils from grades 1 through 5.

Woodworking was the first choice of many children and required the help of several teachers and parents. For some pupils it was a first experience with saws, drills, sandpaper and hammers. Finished products included games and letter holders.

Model building was based on kits brought by the participants. Some boys built planes that involved cutting intricate parts from balsa wood while others assembled plastic cars, space men, etc.

Drama was pursued by a group of pupils who prepared a play for an assembly presentation. Mothers helped with rehearsals and costumes, and the operation of recording equipment was included in the related activities.

Macrame was taught by a parent and a high school helper. From a beginning of measuring waists, each participant designed and made a belt. Various knots, beads and color combinations made each a creative project.

Classrooms expanded out-of-doors where arts and crafts projects such as napkin holders and planters were completed.

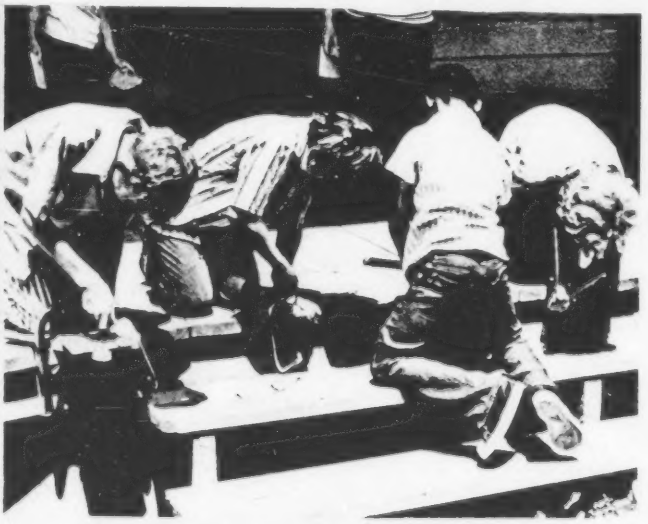
Cheer leading was popular with 5th and 6th grade girls. A college student helped them learn routines and prepare pompoms. Their culminating activity will be leading the rooting sections at the Student-Faculty Baseball Game, which is an annual event at Nicholas School.

Chess was selected by many intermediate boys. Some were new to the game, but by the end of the week could identify chessmen, basic moves, and some game strategies. Playoffs for the school championship extended throughout lunch periods during the following week.

Adult workers, parents and pupils all participated in evaluation procedures. The planning and preparation was a long and tedious task, but there was general agreement that the week had provided an enriching experience for all who were involved.

(Continued on page 7)

It takes lots of glue to make a collage.



Young woodworkers find saws more fun than sandpaper.

ENRICHMENT *(Continued from page 5)*

Chess is a popular game and play-off matches continued through lunch periods for an additional week.

Below, a parent teaching the basic steps for Macrame. Belts were created by pupils who selected this popular craft for enrichment.